

# PLUMSTEAD CHRISTIAN SCHOOL

## SECONDARY CAMPUS (6-12)

### SUMMER READING

#### Summer Reading Program for grade 6

All students entering 6<sup>th</sup> grade will be required to complete the following independent reading over the summer. All summer reading assignments are due to your teacher on the second day of school.

- *The Cay* by Theodore Taylor (discussion and assessment will occur within the first week of school). Purchasing this book is recommended for class use at the beginning of the school year.
- A Christian book of your choice, a minimum of 150 pages.

#### Make a book kit on the “free choice” book. The project is due the second day of school.

- Choose a container (no bigger than a shoe box) to decorate. Paper bags, cereal boxes, or shoe boxes are some examples. It should be easy to glue items onto the container.
- Decide how to decorate the outside of the box with items that are important to the story.
- Consider the theme, characters, setting, items that are integral to the story line, for example.
- Common items are maps of the place where the book is set, pictures of what people wore in the time period, important objects that appear in the book, representations of themes and anything else that seems appropriate.
- Decorate the outside to represent the story somehow.
- Be sure to include the name of the book and the author.
- An example of a kit for a book on women's suffrage would be a shoe box made to look like a ballot box. The box contains a ballot, a copy of a political cartoon ridiculing the idea of women voting, images of fashions from around 1920, and a ribbon with "Votes for Women" written on it.

#### Summer Reading Program for grades 7 and 8

All seventh and eighth graders are required to read one fictional selection and one nonfiction selection from the Faculty Recommendations\* for 7<sup>th</sup> and 8<sup>th</sup> grade students below. All students enrolled in Honors English will be required to choose a third book from the list. This third book can be either fiction or non-fiction.

#### Summer Reading Program for grades 9 and 12

All High School students will be required to read the Book “Radical” by David Platt (ISBN: 978-1-60142-221-7). This New York Times Bestseller speaks specifically to our chosen theme of DISCIPLESHIP for next year. All junior high and high school faculty will also commit to reading this book over the summer. Additionally, all students will be required to read one fictional selection and one nonfiction selection from the Faculty Recommendations\* for 9<sup>th</sup> and 12<sup>th</sup> grade students below. All students enrolled in Honors English will be required to choose a third book from the list. This third book can be either fiction or non-fiction.

#### Assessment of summer reading for all 7<sup>th</sup> through 12<sup>th</sup> graders

Students will meet in small discussion groups at the beginning of the school year in order to discuss the books that they have read. It should be obvious to the faculty leading these groups that each student has, in fact, read the books that they have chosen to read.

\*Students may substitute a book of their choosing in place of one selection from the teacher recommended list if they receive faculty approval. Requests for approval may be emailed to pnichols@plumsteadchristian.org.

## Faculty Recommendations for grades 7 and 8:

### (Fiction)

Mr. Burbage	<i>The Mysterious Benedict Society</i> by Trenton Lee Stewart
Mr. Davis	<i>Asylum</i> by Nan Allen
Mr. Fitzpatrick	<i>Holes</i> by Louis Sachar <i>Summer of the Monkeys</i> by Wilson Rawls
Mr. Jensen	<i>Dear Mr. Henshaw</i> by Beverly Cleary
Mrs. Morris	<i>Voyage of The Dawn Treader</i> and <i>The Magician's Nephew</i> by C.S. Lewis <i>Anne of Green Gables</i> (series) by Lucie Maud Montgomery
Mr. Nichols	<i>Chains</i> (series) by Laurie Halse Anderson <i>City of Ember</i> (series) by Jennifer DuPrau <i>Found</i> (series) by Margaret Petersen Haddix
Mr. Reynolds	<i>Robinson Crusoe</i> by James Baldwin.

### (Non-Fiction)

Mr. Burbage	<i>This Is Rocket Science: The True Story of the Risk-taking Scientists Who Figured Out Ways to Explore beyond Earth</i> by Gloria Skurzynski <i>Almost Astronauts: 13 Women Who Dared to Dream</i> by Tanya Lee Stone
Ms. Burgman	<i>Standing Fast, Battles of a Champion (Michelle Akers)</i> by Tim Nash, et al.
Mr. Davis	<i>The Case For Christ: Student Edition</i> by Lee Strobel
Mr. Fitzpatrick	<i>The Hiding Place</i> by Corrie Ten Boom <i>Diary of an Early American Boy: Noah Blake 1805</i> by Eric Sloane
Mr. Nichols	<i>They Called Themselves the KKK</i> by Susan Campbell Bartoletti <i>Soul Surfer</i> by Bethany Hamilton <i>Phineas Gage: A Gruesome But True Story About Brain Science</i> by John Fleischman <i>Generation Change</i> by Zach Hunter

## Faculty Recommendations for grades 9-12

### (Fiction)

Mr. Armandt	<i>The Screwtape Letters</i> by C.S. Lewis <i>Out of the Silent Planet</i> by C.S. Lewis
Mr. Burbage	<i>Atlas Shrugged</i> by Ayn Rand
Ms. Burgman	<i>THR3E</i> by Ted Dekker <i>The Last Jihad</i> by Joel Rosenberg
Mr. Fitzpatrick	<i>Gulliver's Travels</i> by Jonathan Swift <i>Blink of an Eye</i> by Ted Decker
Ms. Hafner	<i>Haroun and the Sea of Stories</i> by Salman Rushdie
Mr. Jensen	<i>The Man Who Was Thursday</i> by G.K. Chesterton
Mrs. Moore	<i>The Great Gatsby</i> by F. Scott Fitzgerald <i>The Old Man and the Sea</i> by Ernest Hemingway <i>The Pelican Brief</i> by John Grisham
Mr. Nichols	<i>And Then There Were None</i> by Agatha Christie <i>The Chosen</i> by Chaim Potok <i>The Hunger Games</i> (series) by Suzanne Collins (note: contains some violent content)
Mr. Ogden	<i>Les Miserables</i> by Victor Hugo (abridged version) <i>The Return of the King</i> (series) by J.R.R. Tolkien
Mrs. Roberts	<i>The Scarlet Pimpernel</i> by Baroness Ocszy
Mrs. Wolfskill	<i>Wish You Well</i> by David Baldacci
Mr. Zeldenrust	<i>The Fountainhead</i> by Ayn Rand <i>The Gilded Age</i> by Mark Twain

### (Non-Fiction)

Mr. Armandt	<i>The Four Loves</i> by C.S. Lewis <i>Reason for God</i> by Timothy Keller <i>Confessions</i> by Augustine
Mr. Burbage	<i>Crazy Love: Overwhelmed by a Relentless God</i> by Francis Chan <i>What's So Great About Christianity</i> by Dinesh D'Souza <i>I Don't Have Enough Faith to Be an Atheist</i> by Norman L. Geisler and Frank Turek
Ms. Burgman	<i>Decision Points</i> by George W. Bush
Mr. Davis	<i>What's So Amazing About Grace</i> by Philip Yancey
Mr. Fitzpatrick	<i>Brutchko</i> by Bruce Olson <i>End of the Spear</i> by Steve Saint <i>Education of a Wandering Man</i> by Louis L'Amour
Ms. Hafner	<i>History of Art for Young People</i> by Jansen
Mr. Jensen	<i>Blue Like Jazz</i> by Donald Miller
Mrs. Morris	<i>The Prodigal God</i> by Timothy Keller <i>Do Hard Things</i> by Alex and Brett Harris
Mr. Nichols	<i>Outliers</i> by Malcolm Gladwell <i>Into Thin Air</i> by John Krakauer <i>Blue Like Jazz</i> by Donald Miller
Mr. Ogden	<i>The Unfolding Mystery: Christ in the Old Testament</i> by Edmund Clowney <i>To the Golden Shore: The Life of Adoniram Judson</i> by Courtney Anderson
Mrs. Roberts	<i>Living on the Ragged Edge</i> by Charles Swindoll
Mrs. Wolfskill	<i>Our Sufficiency in Christ</i> by John MacArthur <i>A Geography of Time</i> by Robert Levine
Mr. Zeldenrust	<i>Devil in the White City</i> by Erik Larson <i>River of Doubt</i> by Candice Millard

## Students enrolled in AP European History

Read ONE of the following books. The book selected for AP European History may replace any book choice from the faculty recommended sections above.

1. *The Day the Universe Changed* - James Burke
2. *Sophie's World* - Jostein Gaarder

## Students enrolled in AP Language and Composition

Students enrolled in AP Language and Composition will be required to read a total of four books over the summer: *Radical* by Platt, one AP Language and Composition selection (below), and two other books from the fiction and nonfiction faculty recommendations above.

The AP Language and Composition summer reading requirement serves as both an opportunity to broaden your reading repertoire in preparation for our coursework in the coming year and to enjoy a work of modern creative non-fiction without the pressure of the various demands of the school year. The book selected from the list below may replace one book from the faculty recommended sections above. The following should be completed and submitted for a grade on the first day of class.

## Enrolled in both AP European History and AP Language and Composition?

Students enrolled in both of these courses will be required to read the following: *Radical* by Platt, one AP Language and Composition selection (below), one selection from the AP European History list, and one other book from the fiction and nonfiction faculty recommendations above.

## Part I: Choose ONE of the following non-fiction books to read.

### ***Freakonomics* by Stephen Levitt and Steven Dubner**

An award winning economist and journalist team up to examine the incentives that drive people to behave the way that they do. The authors argue that many apparent mysteries of everyday life don't need to be so mysterious: they could be illuminated and made even more fascinating by asking the right questions and drawing connections. For example, Levitt analyzes the data to examine how the name parents give to their son can impact the amount of money he makes later in life. And in a section that may alarm or relieve worried parents, Levitt argues that parenting methods don't really matter much and that a backyard swimming pool is much more dangerous than a gun. These enlightening chapters are separated by effusive passages from Dubner's 2003 profile of Levitt in *The New York Times Magazine*, which led to the book being written.

### ***A Whole New Mind* by Daniel Pink**

The future belongs to a different kind of person with a different kind of mind: artists, inventors, storytellers-creative and holistic "right-brain" thinkers whose abilities mark the fault line between who gets ahead and who doesn't. Drawing on research from around the world, Pink outlines the six fundamentally human abilities that are absolute essentials for professional success and personal fulfillment-and reveals how to master them. *A Whole New Mind* takes readers to a daring new place, and a provocative and necessary new way of thinking about a future that's already here.

### ***Outliers* by Malcolm Gladwell**

Why do some people succeed, living remarkably productive and impactful lives, while so many more never reach their potential? Challenging our cherished belief of the "self-made man," Malcolm Gladwell makes the democratic assertion that superstars don't arise out of nowhere, propelled by genius and talent: "they are invariably the beneficiaries of hidden advantages and extraordinary opportunities and cultural legacies that allow them to learn and work hard and make sense of the world in ways others cannot." Examining the lives of outliers from Mozart to Bill Gates, he builds a convincing case for how successful people rise on a tide of advantages, "some deserved, some not, some earned, some just plain lucky."

### ***Into Thin Air* by John Krakauer**

A bank of clouds was assembling on the not-so-distant horizon, but journalist-mountaineer Jon Krakauer, standing on the summit of Mt. Everest, saw nothing that "suggested that a murderous storm was bearing down." He was wrong. The storm, which claimed five lives and left countless more--including Krakauer's--in guilt-ridden disarray, would also provide the impetus for *Into Thin Air*, Krakauer's epic account of the May 1996 disaster.

### ***The Shallows* by Nicholas Carr**

Cultural critic and journalist Nicholas Carr looks to neurological science to gauge the organic impact of computers, citing fascinating experiments that contrast the neural pathways built by reading books versus those forged by surfing the hypnotic Internet, where

portals lead us on from one text, image, or video to another while we're being bombarded by messages, alerts, and feeds. This glimmering realm of interruption and distraction impedes the sort of comprehension and retention "deep reading" engenders, Carr explains. And not only are we reconfiguring our brains, we are also forging a "new intellectual ethic," an arresting observation Carr expands on while discussing Google's gargantuan book digitization project. What are the consequences of new habits of mind that abandon sustained immersion and concentration for darting about, snagging bits of information? What is gained and what is lost? Carr's fresh, lucid, and engaging assessment of our infatuation with the Web is provocative and revelatory

### ***Everything Bad Is Good For You* by Stephen Johnson**

Forget everything you've read about the age of dumbed-down, instant-gratification culture. In this provocative, intelligent, and convincing endorsement of today's mass entertainment, national bestselling author Steven Johnson argues that the pop culture we soak in every day—from *The Lord of the Rings* to *Grand Theft Auto* to *The Simpsons*—has been growing more and more sophisticated and, far from rotting our brains, is actually posing new cognitive challenges that are making our minds measurably sharper. You will never regard the glow of the video game or television screen the same way again

### ***A Room of One's Own* by Virginia Woolf**

Published in 1929, this work was based on two lectures given by the author in 1928 at Newnham College and Girton College, Cambridge. Woolf addressed the status of women, and women artists in particular, in this famous essay which asserts that a woman must have money and a room of her own if she is to write. Woolf celebrates the work of women writers, including Jane Austen, George Eliot, and the Brontës. In the final section Woolf suggests that great minds are androgynous. She argues that intellectual freedom requires financial freedom, and she entreats her audience to write not only fiction but poetry, criticism, and scholarly works as well. The essay, written in lively, graceful prose, displays the same impressive descriptive powers evident in Woolf's novels and reflects her compelling conversational style.

### ***Life on the Mississippi* by Mark Twain**

Memoir of the steamboat era on the Mississippi River before the American Civil War by Mark Twain, published in 1883. The book begins with a brief history of the river from its discovery by Hernando de Soto in 1541. Chapters 4-22 describe Twain's career as a Mississippi steamboat pilot, the fulfillment of a childhood dream. The second half of *Life on the Mississippi* tells of Twain's return, many years after, to travel the river from St. Louis to New Orleans. By then the competition from railroads had made steamboats passe, in spite of improvements in navigation and boat construction. Twain sees new, large cities on the river, and records his observations on greed, gullibility, tragedy, and bad architecture.

### ***How To Watch TV News* by Neil Postman**

Television news : genuine information or entertainment fodder? Fifteen years ago, Neil Postman, a pioneer in media education and author of the bestselling *Amusing Ourselves to Death*, and Steve Powers, an award-winning broadcast journalist, concluded that anyone who relies exclusively on their television for accurate world news is making a big mistake. A cash cow laden with money from advertisers, so-called news shows glut viewers with celebrity coverage at the cost of things they really should know. Today, this message is still appallingly true but the problems have multiplied—along with the power of the Internet and the abundance of cable channels. A must-read for anyone concerned with the way media is manipulating our worldview, this newly revised edition addresses the evolving technology and devolving quality of America's television news programming

## **Part II: Choose ONE non-fiction assignment to do after reading**

### **Option 1:**

Make a list of at least five important interpretive discussion questions or discussion topics about the book and answer each question in a paragraph of at least  $\frac{3}{4}$  page each (the paragraph itself should be double-spaced, typed). Examples of interpretive questions include (and this is only a tiny sample...):

- Why does someone in the book...?
- How does this event (or person, etc.) change the course of the book (or change the author's life? Or change the world?)?
- Explain a quotation. (Choose a thoughtful statement/idea from the text to discuss. Perhaps it is something you don't understand and want to try to untangle, or perhaps it's a quotation that was thought-provoking for you...)

**Caution:** Do not include any literal questions. Literal questions generally begin with "who, what, when, or where." The questions you select or the topics you address will most likely begin with the words "why, how, explain, describe, compare, contrast, analyze, discuss, etc."

Please note that the questions which you ask are just as important as how you respond to the question or topic. Questions should reflect your active reading and understanding of the entire literary work as well as the overall themes of the book. Also, because you are asking and answering interpretive questions, there might be several possible correct answers or no specific answer. Your interpretations are fine as long as you are able to support your answers with specific examples from the book.

**Option 2:**

Write a two page critique of the book. Do not write more than two pages. Address some or all of the following, giving specific examples from the text (quotes, anecdotes) to support your statements. The assignment should be two pages, double-spaced.

- What did you like and why?
- What did you dislike and why?
- Did the book change you or change your way of thinking? Explain.
- Critique the author's writing style.